

Indiana Department of Education
Office of Educator Licensing and Development
Indiana Mentoring and Assessment Program (IMAP)

SCHOOL COUNSELOR

2008-2009 School Year

GUIDELINES FOR THE DEVELOPMENT OF YOUR SCHOOL COUNSELING PORTFOLIO

Candidate,

This manual will guide you in developing your portfolio. Please be aware of the following:

- ❖ You are responsible for following and completing all of the requirements of this program.
- ❖ Your mentor is to provide support and help for you.
- ❖ This is the manual from the current year. ONLY use this format.
- ❖ Your candidate ID is the initials of your content area, i.e. SCO(School Counselor), the year of submission 09 and your Social Security number. SC09xxx-xx-xxxx.
- ❖ Follow the directions in your manual. Be sure to respond to all items in the Beginning School Counselor's Checklist of your manual. These are components that scorers will use as a rubric.
- ❖ This manual was prepared in Windows 97. You may use these forms as templates, but be careful to include all required items.
- ❖ Decisions you make at the outset of this assessment will influence the portfolio you produce.

PREFACE

The Office of Educator Licensing and Development (formerly known as the Indiana Professional Standards Board), established by the legislature in 1992, governs the preparation and licensing of education professionals. ***The mission of the Office of Educator Licensing and Development is to enhance the quality of learning for Indiana's P-12 students through establishing, maintaining, and ensuring adherence to performance-based standards for Indiana P-12 education professionals throughout their careers.*** The Office of Educator Licensing and Development has adopted standards for all Indiana P-12 Educators. Modeled from the Interstate New Teacher Assessment and Support Consortium (INTASC) core principles, the standards describe effective practices for education professionals throughout their preparation and career. The level of proficiency expected, however, will become more comprehensive and more skillful at each successive stage of the educator's career. These standards provide a strong linkage to Indiana's goals for students in P-12 education.

Once the standards were adopted, a model for assessing the educator's practice that exemplifies those standards was initiated. A portfolio prototype was designed to assess performance in specific content areas. These standards-based portfolios are performance assessments, which demonstrate what educators know and can do within the context of their own practice and fields of study.

After receiving an Initial Practitioner License, beginning school counselors will submit a portfolio, which includes evidence regarding their practice and/or support of 1) developmental guidance instruction/curricula, 2) educational development, 3) career development, 4) counseling strategies, 5) prevention programming, 6) crisis intervention services, 7) advocacy for all students, and 8) the establishment of a professional identity. These data are collected from a variety of activities performed by the counselor. The beginning counselor portfolio is uniquely designed to equip beginning counselors for school counseling practice by providing instruction and reflective inquiry. The standards and assessments for preparing and licensing school counselors are purposefully linked to each other and to standards and assessments validating increased learning by Indiana's students. For this reason, the Indiana Department of Education, Office of Educator Licensing and Development believe that Indiana will have school counselors who are effective in helping ***all*** students learn.

INDIANA DEFINES EFFECTIVE SCHOOL COUNSELING PRACTICES

The Office of Educator Licensing and Development believes in the importance of the role and function of the school counselor within the academic mission of the school. The School Services Professional Standards set forth seven areas in which School Counselors should be proficient:

1. Academic, emotional, social, and physical development of the student and the quality and effectiveness of the learning environment;
2. Education systems and learning organizations and the facilitation of processes and practices that promote lifelong development and learning;
3. Collaboration within the educational system and with families and community resources to respond to student needs;
4. Assessment theory and formal and informal assessment techniques;
5. Intervention and prevention options to address student needs;
6. Local, state, and federal laws that affect schools and the educational process; and
7. Ethical and professional behavior.

In addition, school counselors must meet the standards for School Counseling Professionals, which cover the areas of:

1. Facilitative, consultative, and collaborative leadership that promotes educational success for all students by developing and managing school counseling programming related to academic, career, social, and emotional growth;
2. Collaborative design, coordination, implementation, and evaluation of student assistance services.
3. Collaborative design, coordination, implementation, and evaluation of educational and career services.

The Office of Educator Licensing and Development believes that it is the responsibility of the profession and of policy makers to ensure that the opportunity to develop effective school counseling practice is honored in the preparation process, and fair and disciplined judgments are made over time by appropriate professionals knowledgeable about the candidate.

While the scope of the school counselor's role and function encompasses all of the above standards, the Office of Educator Licensing and Development understands that local schools may create various job descriptions or have different staffing patterns and responsibilities for their school counselors. The Indiana Mentoring and Assessment Program for School Counselors (IMAP-SC) was designed to provide beginning school counselors an opportunity to demonstrate the performance of these standards from within the school counseling parameters set forth by their local school.

THE LINKAGE BETWEEN EFFECTIVE SCHOOL COUNSELING AND IMPROVED STUDENT LEARNING

We believe that student learning is directly related to school counselor knowledge and abilities and that school counselors, like teachers, administrators, and students, should be continual learners. As a result, beginning school counselors will receive guidance and support by trained mentors, in addition to any professional development activities provided by their schools. Such guidance and support within a rich, collaborative environment should provide practical strategies to enhance the capabilities of beginning school counselors to increase student learning.

In addition to an in-depth understanding of the content-specific Indiana Standards for School Services Professionals and Standards for School Counseling Professionals, beginning school counselors need to be knowledgeable about policies and documents which define expectations for student performance, including

- The ***Indiana Student Standards for Guidance;***
- The ***Indiana Academic Standards;***
- The ***Indiana Statewide Testing for Educational Progress Plus*** (ISTEP+); and,
- **Public Law 211** and local school improvement documents.

CHAPTER 1:

The Indiana Mentoring and Assessment Program for School Counselors (IMAP-SC)

This chapter assists beginning school counselors in understanding IMAP-SC requirements. This includes the basic structure of the IMAP-SC portfolio, specific performance components to be demonstrated, examples of activities, directions for self-reflection activities, and required documentation of student results.

Section A: General Portfolio Information

The beginning counselor should read this section carefully and keep these instructions in mind when creating a Beginning School Counselor Portfolio.

Please Note: While this section provides general portfolio development directions which should be followed, it also will be important for the beginning school counselor to carefully read the requirements for each of the eight components for additional information and directions. In addition, specific directions for compiling the portfolio may be found in Chapter 4, Section A.

The IMAP-SC portfolio asks the beginning school counselor to document performance in eight component areas. While these components are organized according to the three School Counseling Standards of Leadership, Student Assistance Services, and Educational and Career Services, they also reflect the dispositions, knowledge, and performances contained within the Standards for School Services Professionals, Standards for School Counselors, and all four levels of the Developmental Standards. The eight components are as follows and will be explained in detail in Section B:

Educational & Career Services

1. Developmental Guidance Instruction
2. Educational Development
3. Career Development

Student Assistance Services

4. Counseling Strategies
5. Prevention Programming
6. Crisis Intervention

Leadership

7. Advocacy for Students
8. Professional Growth

For **each** component, the beginning school counselor will:

1. **Conduct activities related to the component**

Section B of this chapter delineates activities that the beginning school counselor may complete for each component. Specific examples are listed under each activity. Please note that the activities listed are only examples. Also, activities listed under one building level may be applicable for other building levels as well. **The beginning school counselor should brainstorm with her/his mentor several activities that fit under each component** and are part of the beginning counselor's local job description.

2. **Gather documentation of student results**

Documentation of student results consists of **five parts**.

The *first* is the **action plan** for the activity. The action plan should contain the following:

- The **rationale** for the activity.
- How the activity is aligned with **student guidance standards** and/or the local school improvement plan.
- The **details** of, or directions for, **the activity**.
 - These directions should be comprehensive enough that someone would be able to conduct the activity after reading the directions contained in the action plan.
- The activity's **evaluation plan**.
 - As part of the planning process for each activity, it is important for the beginning school counselor to plan how to evaluate and document student outcomes associated with the activity. In other words, **how have students changed as a result of the activity?**

The *second* part of the documentation is an **artifact** of activity evaluation data. This is a **copy of one student's submission**. For example, a field trip to a college campus is designed to help all 8th grade students master the indicator: All students will describe the merits of four-year colleges. The beginning school counselor prepares a short pre-post test to give students. A copy of one student's pre-test and post test would become an artifact.

The *third* piece of documentation is a **summary of the student outcome data**. To continue with the above example, the beginning school counselor would combine all of the college campus field trip pre-post tests to create **a summary evaluation that contained all the data from the individual evaluations**. It is important to note that not all activities will produce the desired student results. The beginning school counselor's portfolio will not be evaluated based upon the success of the activities. Rather, it will be evaluated on the beginning school counselor's ability to 1) assess student outcomes, 2) analyze and reflect upon the data, and 3) make future programmatic decisions based upon the data.

The fourth and fifth pieces of documentation may or may not be present in all the components. The *fourth* piece of documentation is **data, which show changes in student achievement or student choices as a result of the school counseling activity**. Student achievement data would include data such as GPA's, unit test scores, report card grades, graduation rates, and

standardized test scores. Student choice data include data fields such as attendance, homework completion, discipline referrals, tardies, and course enrollment patterns. For example, if the activity was an anger management group, the beginning school counselor might track the number of discipline referrals for the participants for the semester following participation in the group.

The *fifth* piece of documentation that may be placed in the portfolio is a **written evaluation of the activity completed by a peer or mentor** based upon the observation of the beginning counselor's implementation of the activity.

3. **Reflect upon, in writing, the activities and the student results**

It is important for school counselors to be reflective practitioners. After conducting the activity (ies) and analyzing the documentation of student results, **beginning school counselors should consider their experience and associated data, and write a reflection on their experience.** Several reflection questions are listed under each component. It is neither expected, nor desired, that beginning school counselors list answers to every question in their reflection. Rather, the questions have been provided to guide the beginning school counselor's thought process in reflecting upon the experience of each component area.

****Please Note:** Reflections should be no more than two double spaced typed pages in length with the exception of the reflection for component eight, Professional Development (see component eight for further instructions).

Answers to the following two questions are **required** as evidence of effective reflection:

- What have I learned as a result of this activity?
- What will I do differently next time?

Section B: Portfolio Components

Educational & Career Services

Beginning School Counseling Professionals collaboratively design, coordinate, implement, and evaluate education and career services.

1. Developmental Guidance Instruction

Beginning school counselors develop, implement, and evaluate developmental guidance instruction for students that is based upon student guidance standards and indicators and aligned with local school improvement goals.

Activity Examples:

Elementary School Examples	Middle School Examples	High School Examples
Problem solving unit	Career exploration unit	SAT test taking skills unit
Career awareness unit	Respecting self & others unit	Career planning unit
Study skills unit	Learning styles unit	Stress reduction unit

Documentation of Student Results:

- **Action plan:** Lesson plans from entire unit.
Lesson plans should **include the guidance standard and indicator(s)** that the beginning school counselor expects the students to master through the implementation of this developmental guidance activity **in addition to the components listed in Section A.2. of this chapter.**
- **Artifact showing data collected** to evaluate degree of student mastery of guidance standards/indicators. This should be a copy of one student's submission. This could include a pre-post test, a completed lesson assignment, or another form of student response. (e.g. If the guidance indicator is "Students will demonstrate SAT test-taking strategies and the beginning school counselor used a pre and post practice SAT test to measure improvement, then the artifact might be one student's pre and post practice SAT test.)
- **Summary of data** showing degree of student mastery of guidance standard(s) and indicator(s) related to the unit (e.g. A summary of the data from the pre-post practice SAT tests.)
- **Optional:** Related student achievement and/or student choice data (e.g., actual SAT scores for those students who happened to take the SAT before the test-taking strategies unit)
- **Optional:** Peer and/or mentor feedback from observation of lesson delivery

Possible Reflective Questions:

- What have I learned as a result of this activity? **(Required)**
- What will I do differently the next time? **(Required)**
- How did the students change as a result of this unit?
- What evidence for healthy academic, career, and/or personal/social development do I see in this activity?
- What worked and what didn't work within the unit?
- How did this unit support my school's improvement plan and/or academic achievement goals?

2. **Educational Development**

Beginning school counselors provide programs and activities designed to promote rigorous educational development for all students. These activities are done in collaboration with other educators, are based on student standards and indicators, and are aligned with local school improvement goals.

Activity Examples:

Elementary School Examples	Middle School Examples	High School Examples
Program to help students and their families learn about “extra help” opportunities	Activity to help students set and implement short term educational goals	Study enrollment patterns of subgroups of students and implement program to address any access or equity issues.
Postsecondary options field trip	Program to help 8 th graders create a 5 year personal education plan	Postsecondary campus visit program
Educational planning program for students and parents	Program to help students explore all postsecondary options	Financial aid planning program for students and parents

Documentation of Student Results:

- **Action plan. Include the guidance standard and indicator(s)** that the beginning school counselor expects the students to master through the implementation of this activity **in addition to the components listed in Section A.2. of this chapter.**
- **Artifact showing data collected** to evaluate student outcomes (e.g., student evaluation of a 5 year personal education plan development experience)
- **Summary of student outcome data**
- **Optional:** Related student achievement and/or student choice data (e.g., math test scores after short term educational goals activity)
- **Optional:** Peer and/or mentor feedback from observation of activity

Possible Reflective Questions:

- What have I learned as a result of this activity? **(Required)**
- What will I do differently the next time? **(Required)**
- How did the students change as a result of this activity?
- What evidence for healthy academic, career and/or personal/social development do I see in this activity?
- What worked and what didn't work within the activity?
- How did this unit support my school's improvement plan and/or academic achievement goals?

3. **Career Development**

Beginning school counselors provide programs and activities designed to promote career development for all students. These activities are done in collaboration with other educators and community members, are based on student standards and indicators, and are aligned with local school improvement goals.

Activity Examples:

Elementary School Examples	Middle School Examples	High School Examples
Career interest, aptitudes and/or preferences unit	Worksite learning activity (e.g., job-shadowing)	Activity to help students link course selection to career interests
Worksite learning activity such as jobsite field trips	Unit on career resources	Résumé creation and job interview skills program
Career exploration program	Reality Store	Worksite internship program

Documentation of Student Results:

- **Action plan.** Include the **guidance standard and indicator(s)** that the beginning school counselor expects the students to master through the implementation of this activity **in addition to the components listed in Section A.2. of this chapter.**
- **Artifact showing data collected** to evaluate student outcomes. This should be a copy of one student's submission. (e.g., student evaluation of internship experience)
- **Summary of student outcome data**
- **Optional:** Related student achievement and/or student choice data (e.g., course enrollment patterns)
- **Optional:** Peer and/or mentor feedback from observation of activity

Possible Reflective Questions:

- What have I learned as a result of this activity? (**Required**)
- What will I do differently the next time? (**Required**)
- How did the students change as a result of this activity?
- What evidence for healthy academic, career and/or personal/social development do I see in this activity?
- What worked and what didn't work within the activity?
- How did this unit support my school's improvement plan and/or academic achievement goals?

Student Assistance Services

Beginning School Counseling Professionals collaboratively design, coordinate, implement, and evaluate student assistance services.

4. Counseling Strategies

Beginning school counselors provide counseling, consultation, and/or collaboration services for those students experiencing personal/social problems that interfere with learning. These activities may be done in collaboration with other educators or appropriate professionals.

Activity Examples:

(The following examples apply to any building level.)

- Counseling with students
 - Individual counseling
 - Group counseling
- Consultation and collaboration concerning personal/social problems that interfere with student learning with:
 - Parents
 - Teachers
 - Administrators
 - Appropriate community professionals

Documentation of Student Results:

- **Treatment/action plan.** Include the guidance standard and indicator(s) that the beginning school counselor expects the students to master through the implementation of this activity **in addition to the components listed in Section A.2. of this chapter.**
- **Artifact showing data collected** to evaluate student outcomes (e.g., student classroom behavior)
- **Summary of student outcome data** if activity was done with more than one student
- **Optional:** Related student achievement and/or student choice data (e.g., student attendance)
- **Optional:** Peer and/or mentor feedback from observation of activity

Possible Reflective Questions:

- What have I learned as a result of this activity? (**Required**)
- What will I do differently the next time? (**Required**)
- How did the students change as a result of this activity?
- What evidence for healthy academic, career and/or personal/social development do I see in this activity?
- What worked and what didn't work within the activity?
- How did this unit support my school's improvement plan and/or academic achievement goals?

5. **Prevention Programming**

Beginning school counselors provide prevention programs and activities designed to promote healthy personal/social development. These activities may be done in collaboration with other educators or appropriate professionals, are based on student standards and indicators, and are aligned with local school improvement goals.

Activity Examples:

(The following examples apply to any building level.)

- Prevention Programming
 - Parent Education Program
 - Examples:
 - Interpreting test results
 - Parenting skills
 - Child and adolescent developmental characteristics
 - Homework and study skills
 - Safe and drug free school program
 - Peer mediation program
 - Other prevention programs
 - Examples:
 - Anger management
 - Assertiveness
 - Conflict resolution
 - Self-management

Documentation of Student Results:

- **Action plan.** Include the guidance standard and indicator(s) that the beginning school counselor expects the students to master through the implementation of this activity **in addition to the components listed in Section A.2. of this chapter.**
- **Artifact showing data collected** to evaluate student outcomes. If possible, this should be a copy of one student's submission. (e.g., student evaluation of peer mediation training)
- **Summary of student outcome data**
- **Optional:** Related student achievement and/or student choice data (e.g., discipline referrals made due to unresolved student problems)
- **Optional:** Peer and/or mentor feedback from observation of activity

Possible Reflective Questions:

- What have I learned as a result of this activity? (**Required**)
- What will I do differently the next time? (**Required**)
- How did the students change as a result of this activity?
- What evidence for healthy academic, career, and/or personal/social development do I see in this activity?
- What worked and what didn't work within the activity?
- How did this unit support my school's improvement plan and/or academic achievement goals?

6. **Crisis Intervention**

Beginning school counselors provide crisis intervention when appropriate. Crisis intervention may focus upon one student (e.g. death of a parent, parent deployed in military, incarceration) or an entire school (e.g. death of a student/teacher, natural disaster) depending upon the crisis situation. As appropriate, these activities may be done in collaboration with other educators and/or community professionals.

Activity Examples:

(The following examples apply to any building level.)

- Crisis counseling
- Crisis consultation

Documentation of Student Results:

Due to the nature of this component, only the following documentation is required:

- **Action plan.** Include the **guidance standard and indicator(s)** that the beginning school counselor expects the students to master through the implementation of this activity **in addition to the components listed in Section A.2. of this chapter.**
- **Summary of student outcome data** (i.e. documentation of service provision and activity outcome)
- **Optional:** Peer and/or mentor feedback from observation of activity

Possible Reflective Questions:

- What have I learned as a result of this activity? (**Required**)
- What will I do differently the next time? (**Required**)
- How did the students change as a result of this activity?
- What evidence for healthy academic, career, and/or personal/social development do I see in this activity?
- What worked and what didn't work within the activity?
- How did this unit support my school's improvement plan and/or academic achievement goals?

Leadership

Beginning School Counseling Professionals are leaders who promote educational success for all students by developing and managing school counseling programming related to academic, career, social, and emotional growth. School Counseling Professionals use facilitative, consultative, and collaborative leadership skills to ensure educational opportunities for all students.

****Please note:** It is suggested that beginning school counselors do not work on the following components until the second year of the assessment period. In order to begin the process of developing into an effective leader, it is usually important for the beginning school counselor to spend a year acclimating to the unique school environment in which they are employed.

7. Advocacy for Students

Beginning school counselors advocate for students. The goal of advocacy efforts is to provide the educational and support experiences needed for students to be successful in school. These activities are done in collaboration with other educators, parents, and/or community members, are aligned with local school improvement goals, and may be based upon student guidance standards and indicators. The advocacy process usually involves the **beginning school counselor's review of student achievement** (e.g. standardized achievement tests, report cards) **and/or student choice data** (e.g., attendance, discipline referrals, homework completion rates). The beginning school counselor may investigate this data independently or as part of a school improvement team or special task force. Once **an area of concern is identified**, the beginning school counselor collaborates with appropriate allies/stakeholders (educators, parents, and community members) to create, **implement and evaluate an advocacy plan designed to impact the area of concern**. In rare circumstances the advocacy area may warrant the beginning school counselor working alone.

****Please note:** Advocacy as defined in this component is NOT directed toward providing additional services for a single student. Instead, **advocacy efforts should be directed toward creating a change in adult behavior, or school policy and/or practice**.

While it may be possible for beginning school counselors to actually document the end results of advocacy efforts, it is **NOT** expected. It is, however, possible for beginning school counselors to **document**:

- The **process followed in discovering the area for advocacy**, i.e. the data examined and why that data were chosen;
- The creation of a **collaboration team** (if this occurred);
- The **advocacy plan**; and,
- What **steps** have been **taken to date**?

Activity:

Example advocacy activity scenarios:

- An elementary school counselor reviews student achievement data and notices that while the school's ISTEP scores are above state average, the free/reduced lunch students pass ISTEP math at a much lower percentage than the rest of the students. The school counselor brings this to the attention of the school improvement team and receives permission to establish a special task force designed to address this issue. The school counselor brings together a committee of 10 educational and community stakeholders who

research the situation and possible interventions. They report back to the school improvement team and recommend that the school participate in a special year-long professional development experience that focuses upon helping teachers understand poverty and modify their instruction to better meet the learning styles of students of poverty. The school improvement team accepts the task force's recommendation and begins to work with the principal to create an embedded professional development plan to help teachers learn instructional techniques designed to align with the learning strengths of children of poverty.

- A middle school counselor notices that 95% of the students with 15 or more absences from school are failing at least one class. The middle school's policy states that students with more than 5 tardies must be reported to the office personnel and or academic dean. The school counselor works with the school improvement team to develop a plan for early identification of truancy issues and an intervention plan to help those students get to class on time and perform at high levels.
- A high school has a policy that students who make a "D-" or higher in a course may take the course again and, apply the higher of the two grades earned toward their GPA. The high school counselor sees, however, that the policy also states that if students receive an "F" in a course, that grade continues to count toward their GPA even if they retake the course and earn a higher grade. The school counselor talks to the principal and staff about this and advocates for a policy change that would encourage those students who fail a course the first time to retake the course. The school counselor drafts a new policy, works with the principal, staff, and superintendent on wording, and then presents the policy to the school board for approval.

Documentation of Student Results:

- **Advocacy Action plan** which includes:
 - The **process followed in discovering the area for advocacy** (what data were examined and why these data were chosen)
 - **Collaboration team roster** (if this occurred) and meeting minutes
 - The **advocacy plan**
 - How the advocacy effort will be **evaluated**
 - What **steps** have been **taken to date**
- **Artifact showing data collected to evaluate student outcomes** if available (e.g., creation of in school extra help program, change in 9th grade Algebra enrollment policy)
- **Summary of student outcome data** if available
- **Optional:** Related student achievement and/or student choice data (e.g., course enrollment patterns)
- **Optional:** Peer and/or mentor feedback from observation of activity

Possible Reflective Questions:

- How is this advocacy effort the same or different from student interventions?
- What worked and what didn't work within the advocacy effort?
- What role did data play in the advocacy effort?
- What role did teaming and collaboration play in the advocacy effort?
- What resistance did I encounter and how did I work with it to meet my objective?
- How did this advocacy effort support my school's improvement plan and/or academic achievement goals?
- What will I do differently next time?

8. Professional Growth

Activities/Documentation:

It is expected that activities for this component will include at least the following:

- Reflection upon your **development as a professional school counselor** during the past two years.
- **Meetings with your mentor, administrator, and any other appropriate professional** concerning your past and future development as a professional school counselor.
- **Participation in professional growth experiences** designed for school counselors.
- Professional Growth Action Plan for the **next five years**

Required Reflective Questions:

It is expected that the written reflection concerning your past and future professional growth will be more than two double-spaced typed pages, but less than ten double-spaced typed pages.

- In what ways have I developed into a school leader and student advocate?
- During the past two years, how have I become more proficient in each of the seven component areas?
- How might I continue to grow professionally in each of the seven component areas?
- What role has data played in my professional development?
- How will I work to develop my professional identity as a professional school counselor?
- How has my work as a professional school counselor supported my school's improvement plan and/or academic achievement goals?

****Please Note:** When you receive feedback from your beginning school counselor assessment portfolio, you may want to incorporate it into your continuing education professional growth plan.

CHAPTER 2:

ADMINISTRATIVE STRUCTURE OF THE IMAP-SC

This chapter assists beginning school counselors in understanding IMAP-SC requirements timelines for completing the IMAP-SC, the process for being registered in the IMAP-SC, who to contact for assistance, and roles and responsibilities of beginning school counselors.

Section A: Who Must Participate in the IMAP-SC?

The following classifications of beginning school counselors **must** participate in IMAP-SC:

- Those who are employed as school counselors in an Indiana public school¹ or an accredited non-public school
- Those who hold an Indiana Initial Practitioner License, acquired after **July 1st. 2006**.
- Those who hold a reciprocal license acquired after **July 1st. 2006** (Reciprocal licenses are obtained because of training in another state.)
- Those who do not have two years of experience as licensed school counselors from out-of-state accredited schools
- Those who are employed as school counselors for at least **3 clock hours per day**

**** Please Note:** Holding a valid license is a condition for both employment as a school counselor and participation in the IMAP-SC.

Special Classifications

Under the current rules, an individual needs to participate in the program only once. If a person changes building levels there is not a second program requirement. Those who hold only an **Emergency Permit** do not meet the qualifications for the program, but may be assigned a mentor during their first two years of service. In this situation an individual is limited to two years of mentor support and will be required to complete the assessment after obtaining the Initial Practitioner License. Further, school-counseling experience under an Emergency Permit cannot be used to exempt a school counselor from the program requirements. In addition, experience gained through a university training program internship may **NOT** be used to meet any of the requirements of the IMAP-SC.

¹ Public schools include charter schools, magnet schools, and schools operated by the Department of Corrections, Division of Special Education, and Department of Children and Family Services.

Section B: IMAP-SC Participation

IMAP-SC Requirements for School Counselors

Year One	Year Two	Year Three (if needed)
School-based support <ul style="list-style-type: none"> • Support by certified mentor • Assessment plans (e.g., orientation sessions, school counseling related professional development opportunities, support by building /district level administrators, etc.) 	School-based support <ul style="list-style-type: none"> • Support by certified mentor • Assessment plans (e.g., continued school counseling related professional development opportunities) Assessment: Submission of a school-counseling portfolio by May 1 st .	School-based support: (<u>optional</u> at discretion of district) <ul style="list-style-type: none"> • Support by certified mentor • Assessment plans Assessment: Resubmission of a school-counseling portfolio by February 1 st .

IMAP-SC Requirements for 2006-2008

Assessment Program: Individuals who hold an Initial Practitioner's License will be enrolled in the first year of IMAP-SC and will complete an assessment to qualify for the five year renewable Proficient Practitioner's License. Beginning school counselors must meet the acceptable performance standard on the IMAP-SC portfolio at the end of their second year of school counseling in order to successfully meet the IMAP-SC requirements

Section C: Annual Registration in the IMAP-SC

It is the responsibility of the school district to register beginning school counselors in the IMAP-SC each year within **10 days (or October 1, whichever is later)** of hire or assignment to a school district. Registration is required on an annual basis, until beginning school counselors have met all IMAP-SC requirements.

**** Please note:** Both the beginning school counselor and the mentor **MUST** hold a valid Indiana School Services License to be eligible for the program. (If the beginning counselor is waiting on the license to be issued by Office of Educator Licensing and Development, you must wait to enroll them in IMAP) You will have 10 days from the date the license is issued to enroll. Contact OELD for a list of certified mentors.

Section D: IMAP-SC Contacts and Resources

Office of Educator Licensing and Development:

Assessment

You may contact the Assessment staff with questions regarding your program participation status and requirements of the program. You also need to report changes in your employment/school address.

Indiana Department of Education
Office of Educator Licensing and Development/IMAP-SC
101 West Ohio Street, Suite 300
Indianapolis, IN 46204
317-234-0210
1-866-542-3672
Fax: 317-234-0209 or
E-mail: IMAPhelp@doe.in.gov

- You may visit the website at www.doe.in.gov/dps for additional information regarding the program.

Licensing: for questions about your licensing status and application process

You may contact the **Division of Licensing** at
317-232-9010 or 1-866-542-3672
FAX: 317-232-9023
helpdesk@doe.in.gov

Section E: The Roles and Responsibilities of the Education Community in the IMAP-SC

The successful entry of new school counselors into the profession as well as meeting regulations for school counselor licensure require a sharing of responsibility between the local school, school district, state, and beginning school counselors.

- **State-based support:** provision of portfolio handbooks, support seminar models, resource guides, a list of human resources, and certified mentors
- **Regular contacts with a certified mentor:** identify this feature in the local school assessment plan
- **Availability of release time:** identify this feature in the local school assessment plan

- **School-based support:** assignment of a mentor within 10 days of commencing school counseling; provision of instructional support specific to one's content area; development of an assessment plan
- Knowledge of district policy regarding use of IMAP-SC professional development funds

Where do I go for help?

Your first point of contact for problems or issues with the IMAP-SC is your principal or District Facilitator. He/she is responsible for ensuring that your mentor provides you with appropriate support, and facilitating opportunities for mentors to meet on a regular basis.

Beginning school counselors have the following specific responsibilities:

- To maintain a **valid Indiana school counseling license**
Both your employment and IMAP-SC participation are dependent upon you holding a valid school-counseling license. Don't let your license lapse!
- To know your **program status** and what you must do to successfully complete the IMAP-SC within the appropriate time frame, as well as the consequences of nonparticipation
- (once registered in IMAP-SC) **to inform the Office of Educator Licensing and Development, in writing, of any changes** in school counseling assignment, school assignment, name, or employing school district
- To utilize the **resources available in your district** such as your mentor, principal, guidance director or supervisor, portfolio scorers, and other beginning school counselors who have recently completed the IMAP-SC
- To utilize **resources provided by the Office of Educator Licensing and Development** such as portfolio overview sessions, guides, instructional portfolio handbooks, school counseling standards, and website information.

CHAPTER 3:

SUPPORT FOR BEGINNING SCHOOL COUNSELORS

This chapter describes the support component of the IMAP-SC and its goals. Support for the beginning school counselor during the IMAP-SC is available from three main sources. At the state level, the Office of Educator Licensing and Development provides resources. School-based resources are provided to the beginning school counselor by the local school district and individual guidance is delivered through a mentor.

Section A: The Goal of the IMAP-SC Support

The primary outcome objective of the IMAP-SC is to ensure that highly qualified and competent school counselors serve Indiana students.

The IMAP-SC is specifically designed to offer the following support:

- To ensure that beginning school counselors have opportunities to strengthen their knowledge of content matter related to academic, career, social, and emotional development; student assistance interventions; and their understanding of students as learners.
- To prepare beginning school counselors to successfully develop and demonstrate the disciplines, knowledge, and performances related to the developmental standards, student services standards, and school counseling standards as defined by the Office of Educator Licensing and Development.
- To assist beginning school counselors in understanding the school and district's curricular goals and standards, as well as state standards for student achievement, as defined by ***the Indiana Academic Standards***.
- To assist beginning school counselors in understanding the school and district curricular goals and standards related to both the ***Indiana Academic Standards*** and ***the Indiana Student Standards for Guidance***.
- To provide the foundation for a process of lifelong learning and professional growth

Ultimately, the goal of the IMAP-SC support is to help beginning school counselors improve the effectiveness of their school counseling activities, thereby leading to improved student learning.

The Integration of the IMAP-SC with Local School Assessment Plans

These primary activities may be supplemented by activities at the local level. Many school districts have developed their own processes for initiating beginning school counselors into the school or district, such as holding regularly scheduled meetings with beginning school counselors, hosting monthly "breakfasts" with the principal and new staff, orienting beginning school counselors to the community, or inviting beginning school counselors to observe curriculum committee or other staff

meetings. The school-district process may involve many different individuals, such as the principals, department chairs, middle school team leaders, the district's staff development director or professional development coordinator, or other staff members.

Section B. State-Based Resources for Beginning School Counselors

Materials to help school districts and beginning school counselor mentors are available on the OELD website. www.doe.in.gov/dps. These materials include

- Guidelines for Support to Beginning School Counselors and Their Mentors/Coaches
- Standards for Mentors of Beginning School Counselors
- Guidelines for Mentor Training Programs

Additional documents or information and activities will be linked to the website on an ongoing basis.

Section C:

Mentor Support for Beginning School Counselors

Who Is Eligible to Serve as a Certified Mentor?

A **certified mentor** is a proficient practitioner, or equivalent, school counselor who has been selected by the local school district and has completed a **state-approved training program for school counselor mentors**. This individual is assigned to support a beginning school counselor during their first year of participation in the IMAP-SC. The individual mentor is trained to provide support to the beginning school counselor as well as identify additional resources needed to ensure the beginning school counselor develops competency in school counseling. After successfully completing state-approved mentor training, the participant is qualified to serve as a mentor. A list of certified school counselor mentors is provided by the Office of Educator Licensing and Development. It is also important for the school district to take into consideration the mentor's availability to the beginning school counselor. Therefore, a mentor should be as easily accessible as possible.

** Please Note: A beginning school counselor may not be placed with a department supervisor or administrator who participates in his/her evaluation.
--

What Are the Responsibilities of a Certified Mentor/Mentor Team Member?

- To provide support to a beginning school counselor for at least two years, around effective school counseling competencies including educational and career services, student assistance services, and leadership
- To enlist the support of other educators (teachers, portfolio scorers, specialists, and the principal) for the beginning school counselor as part of a mentor team
- To clarify for the beginning school counselor his/her role and responsibility in the IMAP-SC and implications for licensing
- To encourage the beginning school counselor to attend available support seminars as appropriate
- To observe the beginning school counselor and arrange for the beginning school counselor to observe other counselors including the mentor or mentor team members
- To assist the beginning school counselor in reviewing educational and career development activities (which could include the videotaping of guidance lessons), student assistance activities, and leadership activities
- To document the types and frequency of support provided to the beginning school counselor

What Are the Goals of a Certified Mentor/Mentor Team Member in Assisting a Beginning School Counselor?

- To develop skills in problem solving, analysis and reflection on her/his school counseling behaviors related to the areas of academic, career, social and emotional development
- To explore a variety of school counseling strategies which address diversity in students and their learning styles
- To develop effective school counseling practices that facilitate student development and learning
- To identify the effective school counseling strategies that conform to the foundational skills and competencies of the Office of Educator Licensing and Development
- To collect data about students' learning and reflect on the effectiveness of school counseling and on how well students are learning

Section D: School-Based Support for Beginning School Counselors

In order to align support for beginning school counselors with the new school counseling standards, consideration needs to be given to multiple levels of enhanced learning in the overall professional development plans. It is suggested that schools provide the opportunity for beginning school counselors to participate in professional development activities, which will support the preparation of their assessment portfolios. These activities should provide the knowledge needed and/or practice in the skills that beginning school counselors need to demonstrate in the portfolio assessment.

When beginning school counselors are involved in a collaborative culture where ongoing reflection and inquiry are part of their daily experiences, the risk of isolation is minimized and adequate support is more likely to develop. Professional development experiences that provide multiple opportunities with colleagues to reflect on practice and engage in inquiry that ultimately impacts student learning, are advisable.

CHAPTER 4:

THE IMAP-SC PORTFOLIO ASSESSMENT

Beginning school counselors, who hold an Initial Practitioner License, during the 2006-2007 school year or later, must successfully complete the portfolio assessment as a licensure requirement in the IMAP-SC. This chapter describes the IMAP-SC portfolio assessment process, of which successful completion is required for beginning school counselors who are participating in the Portfolio Assessment Program.

Section A: The IMAP-SC Portfolio Assessment

The IMAP-SC portfolio assessments have been designed to assess the degree to which beginning school counselors demonstrate mastery of the Office of Educator Licensing and Development standards for 1) School Services Professionals, 2) School Counselors, and 3) all four levels of the Developmental Standards. Beginning school counselors submit a school-counseling portfolio documenting mastery of these standards.

The Portfolio Framework appears in Chapter 1. The framework provides a detailed explanation of the required components for the school counseling portfolio and provides examples of component 1) activities, 2) documentation of student results, and 3) reflection questions.

The portfolio should be organized in an accordion file with **eight tabs**, one for each component. Each component's tab should include the following in order (except when indicated otherwise in specific component directions)

1. Activity action plan(s)
2. Artifact showing data collected to evaluate student results
3. Summary of student result data
4. Component reflection

5. *Optional*: Related student achievement and/or student choice data
6. *Optional*: Peer and/or mentor feedback from observation of the activity

The beginning school counselor should place the following documents before the first tab of the portfolio:

1. Beginning School Counselor Identification Form (Appendix A)
2. Beginning School Counselor Portfolio Checklist (Appendix B)
3. School Counseling Portfolio Authenticity Sign-Off Form (Appendix C)
4. School Demographic Information (Appendix D)

****Please Note:**

1. It is expected that beginning school counselors will conform to the ethical standards of both the American School Counselor Association and the American Counseling Association. In keeping with these ethical standards it is expected that all references to the names of specific students will be removed.
2. The portfolio should contain no reference to either the name of the beginning school counselor, the employing school or district, or the beginning school counselor's principal or mentor, with the exception of the Beginning School Counselor Identification Form which can be found in Appendix A.

Section C:

The Process for the Evaluation of the Portfolio Assessment

The school counseling portfolios submitted during a beginning school counselor's second year of participation in IMAP-SC are scored during the summer.

The Portfolio Evaluation Steps

1. Collecting and recording evidence through note taking

A scorer reviews your portfolio for the purpose of recording evidence.

2. Interpreting the evidence

Evidence is then organized around a series of guiding questions that are derived from the Indiana Standards for School Counselors.

3. Evaluating the quality of the school counseling documents in the portfolio

The scorer identifies patterns of evidence that are applied to a scoring rubric. Then, using the patterns of evidence and a decision guide, an overall portfolio score is assigned.

4. Re-scoring of portfolios not meeting the acceptable performance standard

Any portfolio that does not meet the performance standard of “Acceptable” is re-scored by another portfolio scorer. If the second portfolio evaluation is again scored “Unacceptable”, then a Lead Scorer will read the portfolio for score confirmation.

5. Providing information about the portfolio

Individuals submitting a portfolio will receive a letter stating completion or non-completion by September.

Section D:

Standards of Completion for the IMAP-SC School Counseling Portfolios

Each beginning school counselor seeking eligibility for a Proficient Practitioner License must meet the standards of completion.

Definition of Standards of Completion

The standards of completion have three components: comprehensiveness, adequacy, and timeliness of submission, all of which must be met.

- ***Comprehensiveness:*** All eight components of the school-counseling portfolio are present as described in the portfolio framework. The beginning school counselor must complete, sign, and date the Beginning School Counselor Portfolio Checklist (Appendix C), which attests to the completeness of the portfolio.
- ***Adequacy:*** The contents of the portfolio reflect that the beginning school counselor has followed the portfolio handbook directions.
- ***Timeliness of Submission:*** The portfolio must be received by the specified deadline (on or before May 1). Exemptions to this deadline must be requested in writing to the Office of Educator Licensing and Development (DPS), and will only be granted upon a finding of good cause.

Conduct in Accordance with the Code

The school counseling documented in the portfolio must reflect professional and ethical conduct as described in the Ethical Standards for School Counselors published by the American School Counselor Association (<http://www.schoolcounselor.org>) and the American Counseling Association Code of Ethics and Standards of Practice (<http://www.counseling.org>).

Consequences for Failure to Meet the Standards of Completion at the End of Year Two

The beginning school counselor will be required to participate for an additional year in the IMAP-SC and re-submit a portfolio during year three. A copy of the letter informing the beginning school counselor that he/she has not met the standards of completion will be sent to the superintendent and principal.

Consequences for Failure to Meet the Standards of Completion at the End of Year Three

The beginning school counselor is considered to have not met the IMAP-SC requirements and is not eligible for a re-issuance of the Initial Practitioner License. In order to be eligible to practice school counseling in the future in an Indiana public school, the candidate must petition the Office of Educator Licensing and Development to determine future eligibility for an Initial Practitioner License.

Section E:

Standards of Performance for the IMAP-SC Portfolio Assessment

Acceptable Standard of Performance

Consequence: eligibility for Proficient Practitioner License provided all other requirements are met

Conditional Standard of Performance

Consequence in Year Two: *eligibility for a third year in the IMAP-SC and resubmission of a school counseling portfolio*

Consequence in Year Three: *ineligibility for the Proficient Practitioner License*

Unacceptable Standard of Performance

- 1) **Not able to be scored/incomplete:** deficiencies in the portfolio documentation resulting from directions not followed or missing components, thereby preventing the portfolio from being scored in a fair or reliable manner

Consequence in Year Two: *eligibility for third year in the IMAP-SC and resubmission of a school-counseling portfolio*

Consequence in Year Three: *ineligibility for the Proficient Practitioner License.*

- 2) **Score of “0”: Violation of the Code:** evidence of conduct constituting any impropriety or offenses as listed in Indiana Code 20-6.1-3-7

Consequence in Year Two: *eligibility for a third year in the IMAP-SC only if requested in writing by the superintendent of schools*

Consequence in Year Three: *ineligibility for the Proficient Practitioner License*

Materials Required for Portfolio Submission

In order to assemble your Counseling portfolio, you must obtain the following materials:

- one letter-size (8 ½” x 11”) accordion folder without flaps or ties
- 2 copies of the complete Counseling Portfolio. Please submit one to the Office of Educator Licensing and Development and one for your records.

****Please Note: Do not enclose individual portfolio pages in plastic page protectors**

Documentation and Commentaries

Preparing the portfolio requires collecting students' work and writing commentaries that explain the choice made as a counselor (e.g., what was taught, how it was taught, and why certain decisions were made). The Counseling portfolio is composed of two general types of information: documentation and commentaries.

Documentation includes items such as lesson plans, student work (if applicable), assessment tools, and meeting notes.

Commentaries are the written responses and reflections to specific questions in each part of the portfolio guidelines. Page limits are identified for commentaries in each portfolio part.



- **typed or computer processed on 8 ½" x 11" white paper**
- **double-spaced with 1" margins**
- **single-sided**
- **non-script type font no smaller than 12-point size**

Note that commentaries must adhere to page limitations as specified in the portfolio. Scorers are instructed not to read additional text.

Pagination

The School Counselor Portfolio Class Profile form (Appendix D) is the first page of the portfolio, but **is not numbered**. The pagination process starts with the next page. Make sure that every page of your portfolio is paginated, including student work. (Page numbers may be handwritten.)

Candidate Identification Number

Your **Candidate Identification Number (Candidate ID #)** is composed of your Social Security Number preceded by codes to indicate your content area and the year of submission.

For School Counselor, the coding is as follows: SCO + last two digits of submission year + SSN (e.g., **If the submission year was 2008 and your Social Security Number were 123-45-6789, the code would be SCO08-123-45-6789**).

Label **all** portfolio pages (documentation, student work, and commentaries) with your Candidate ID #. If a word processor is used, include your Candidate ID# as a running header or footer on every page of the portfolio.

Confidentiality

Every effort is made to keep your name, school, and students' names confidential. The portfolio and related materials may be used for training scorers and mentors, but your identity will be kept private. If your portfolio is to be used for any other purpose, written permission will

be requested. See Appendix V.3 for an explanation of IMAP policies related to portfolio materials.

****NOTE** **Do not use your name or the name of your school in any part of your portfolio documentation.** If it appears in any documentation, use “white out” fluid, correcting tape, or black marker to conceal it.

The student work included in the portfolio must be original and authentic, not transcribed by someone else. One-sided photocopies that are legible are acceptable. **Remove students’ names from any written student work** submitted. If necessary, use “white-out” fluid, correction tape, or black marker to conceal students’ names.

Section F: Code of Professional Responsibility

All school counselors licensed in the State of Indiana are held to the Indiana Code 20-6.1-3-7, which relates to evidence of conduct constituting any impropriety or offenses. All school counseling documented in the portfolio must reflect professional and ethical conduct. The School Counseling Portfolio Authenticity Sign-Off form (See Appendix D) must be included with all portfolios submitted for evaluation and must be signed by both the beginning school counselor and the principal. Any detection of a breach of ethical conduct, such as plagiarism (i.e., the taking of whole parts of portfolio exemplars) or forgery (i.e., principal’s signature) will be reported to the district’s employing superintendent and **may result in revocation of licensure.**

Section G: Important Notice About Third Year Participation

Beginning school counselors who do not meet the portfolio standard during the second year of school counseling, or do not submit a portfolio in year two, have the opportunity to submit a portfolio during their third year of participation in the IMAP-SC. Portfolios of third year school counselors are due **February 1 of the third year**, with the final score report being submitted to the beginning school counselor and district by April 1. A beginning school counselor, who does not submit a portfolio or does not meet the acceptable performance standard by the end of the third year, is not eligible for a re-issuance of the Initial Practitioner License. In such cases, the candidate must contact the Office of Educator Licensing and Development regarding the requirements necessary for regaining licensure in the future.

Section H: Change in School Counseling Assignment from Year One to Year Two

IMAP-SC is designed as a two-year assessment program with a third year available if necessary to complete requirements. Because a change in circumstances (**which impacts the IMAP-SC portfolio participation area**) between year one and two may impact a school counselor’s opportunity to complete these requirements within this timeframe, a beginning school counselor may elect to extend this timeframe by **“rolling back”** his/her **“participation year.”**

In such cases, where this change in participation year is granted, a school counselor who is actually in the second year of registration in IMAP-SC, will be considered “year one” in his or her new portfolio participation area.

Section I: Documentation of Special Circumstances

Individuals who have a break in employment or take a leave of absence due to illness, maternity, or other extenuating circumstances, or request the postponement of their portfolio due to such extenuating circumstances, will not be penalized for the leave or decision to postpone completion.

A beginning school counselor may request additional time to submit an assessment portfolio, by submitting a request for extension of time in a format approved by the Office of Educator Licensing and Development. A request for extension of time must be received by the Office of Educator Licensing and Development at least 30 days before the deadline to submit the assessment portfolio, and a copy of this request must be transmitted simultaneously to the beginning school counselor’s principal and superintendent.

The request for extension of time must identify the following three things:

- The extraordinary circumstances that prevent timely completion of the portfolio
- Appropriate documentation of the extraordinary circumstances, such as medical records or physician’s statements in the case of medical situations, evidence such as death certificates or court records in the case of family situations, statements from the principal and the superintendent in the case of emergency employment reassignment, etc.
- A statement of what work has been completed, what work remains to be completed, and why completion is impossible in the time remaining

An appropriate extension may be granted if warranted.

Section J: Safety

It is the responsibility of the beginning school counselor to be aware of the school, district, and state safety guidelines/regulations. It is also the responsibility of the beginning school counselor to follow these guidelines and regulations when designing school counseling initiatives. When implementing school counseling initiatives, the school counselor should model safe practices as well as require students to follow them.

Appendix A:

Beginning School Counselor Identification Form

Directions: *Complete this form and place it as the first item in your folder when you submit your portfolio.*

Mailing or Delivery Date of Portfolio:

Candidate Identification (ID) Number:

Candidate Name:

Address to which correspondence should be mailed:

Home Address (if different)

Telephone Number:

E-mail Address (es):

REQUIRED _____ (home)

REQUIRED _____ (school)

Superintendent's Name

School District/School Name

Mailing Address:

School Telephone Number:

Appendix B: **Beginning School Counselor Portfolio Checklist**

Please check off the following as you place them into your portfolio.

1. Beginning School Counselor Identification Form (Appendix A)
2. Beginning School Counselor Portfolio Checklist (Appendix B)
3. School Counseling Portfolio Authenticity Sign-Off Form (Appendix C)
4. School Demographic Information (Appendix D)
5. Tab 1: Developmental Guidance Instruction
a. Activity action plan(s): lesson plans from entire unit
b. Artifact showing data collected to evaluate student results
c. Summary of student result data
d. Component reflection (1-2 pages)
e. <i>Optional:</i> Related student achievement and/or student choice data
f. <i>Optional:</i> Peer and/or mentor feedback from observation of the activity
6. Tab 2: Educational Development
a. Activity action plan(s)
b. Artifact showing data collected to evaluate student results
c. Summary of student result data
d. Component reflection (1-2 pages)
e. <i>Optional:</i> Related student achievement and/or student choice data
f. <i>Optional:</i> Peer and/or mentor feedback from observation of the activity
7. Tab 3: Career Development
a. Activity action plan(s)
b. Artifact showing data collected to evaluate student results
c. Summary of student result data
d. Component reflection (1-2 pages)
e. <i>Optional:</i> Related student achievement and/or student choice data
f. <i>Optional:</i> Peer and/or mentor feedback from observation of the activity
8. Tab 4: Counseling Strategies
a. Treatment/action plan
b. Artifact showing data collected to evaluate student outcomes
c. Summary of outcome data if activity was done with more than one student
d. Component reflection (1-2 pages)
e. <i>Optional:</i> Related student achievement and/or student choice data
f. <i>Optional:</i> Peer and/or mentor feedback from observation of the activity
9. Tab 5: Prevention Programming
a. Activity action plan(s)
b. Artifact showing data collected to evaluate student results
c. Summary of student result data
d. Component reflection (1-2 pages)
e. <i>Optional:</i> Related student achievement and/or student choice data
f. <i>Optional:</i> Peer and/or mentor feedback from observation of the activity

	10. Tab 6: Crisis Intervention
	a. Component reflection
	b. Activity action plan(s)
	c. Summary of student outcome data
	d. Component reflection (1-2 pages)
	e. <i>Optional:</i> Peer and/or mentor feedback from observation of the activity
	11. Tab 7: Advocacy for Students
	a. Advocacy action plan(s)
	b. Artifact showing data collected to evaluate student outcomes if available
	c. Summary of student outcome data if available
	d. Component reflection (1-2 pages)
	e. <i>Optional:</i> Related student achievement and/or student choice data
	f. <i>Optional:</i> Peer and/or mentor feedback from observation of the activity
	12. Tab 8: Professional Growth
	a. Component reflection (2-10 pages)
	b. Professional Growth Action Plan
	13. Appendix A from IMAP Mentor Handbook—filled out and signed by Mentor.

I attest that I have confirmed the content and included ALL the above information from The candidate checklist for the submission of my portfolio in the 2nd year of the IMAP program. I have included the original and made a photocopy of the entire portfolio.

Signed: _____ **Date:** _____

(It is recommended that you keep a photocopy of the entire portfolio and that you mail your portfolio with a return receipt requested.)

Appendix C: **School Counseling Portfolio Authenticity Sign-Off Form**

Indiana Mentoring and Assessment Program for School Counselors (IMAP-SC)

DIRECTIONS: Please complete and place in your accordion folder when you submit your portfolio.

This school-counseling portfolio has been submitted as part of completing the Indiana Mentoring and Assessment Program for School Counselors and meeting requirements for eligibility for the Proficient Practitioner License. This attestation is an acknowledgment that the ultimate responsibility for compiling the portfolio documentation (including writing the commentaries) lies with the beginning school counselor. However, beginning school counselors are *encouraged* to seek assistance, input, and feedback from the mentor, principal, or other colleagues in preparing for the portfolio assessment.

Attestation by the Beginning School Counselor

- I have primary responsibility for providing the school counseling initiatives profiled in this school-counseling portfolio.
- I am the sole author of the school counselor commentaries and other written responses to portfolio questions and forms in this portfolio.
- There is no plagiarized material in the portfolio.

School Counselor's Signature

School counselor's Name (printed)

Date

Candidate ID#

Attestation by the Principal

To the best of my knowledge, the statements above are accurate.

Principal's Signature

Principal's Name (printed)

Date

Appendix D: **School Demographic Information**

Please fill out the following information about the school(s) in which you were employed during the two-year assessment period. Do NOT provide the school's name or other specific identifying information.

Information	School 1	School 2
Which grade levels are in your building?		
For which grade levels were you a school counselor?		
What is the approximate number of students in this building?		
What is the approximate number of students in this district?		
What is the approximate population of the community served by this school?		
Is the community in which the school is located considered urban, suburban, small town, or rural?		
What percentage of students in this building qualifies for free or reduced lunch?		
What percentage of students in this building is White?		
What percentage of students in this building is Black?		
What percentage of students in this building is Hispanic?		
What percentage of the students in this building are Special Education students?		
What percentage of the students are Limited English Proficient students?		

Appendix E:

State-Approved Mentor Training Program for School Counselors

Visit: <http://www.doe.state.in.gov/dps/beginningteachers/mentorapproved.html>

For the state approved Mentor Training Program for School Counselors

1. It is the responsibility of the school administration in working with the Office of Educator Licensing and Development (formerly: Department of Professional Standards) to assign a mentor. (The new counselor can give input.)
2. Names of certified mentors will be sent to the Office of Educator Licensing and Development. When a school hires a new counselor, the school will contact the Office of Educator Licensing and Development for a list of certified mentor names. The school will then contact a potential certified mentor. The mentor may accept or decline the opportunity to mentor a new counselor.

Appendix F: Educational Service Centers

Region 1

Southern Indiana Education Service Center
Jasper, IN 47547

Region 2

William E. Wilson Education Center
Charlestown, IN 47111

Region 3

West Central Education Center
Greencastle, IN 46135

Region 4

East Central Education Center
Connersville, IN 47331

Region 5

Wabash Valley Education Center
West Lafayette, IN 47906

Region 6

Northwest Indiana Education Center
Highland, IN 46322-1299

Region 7

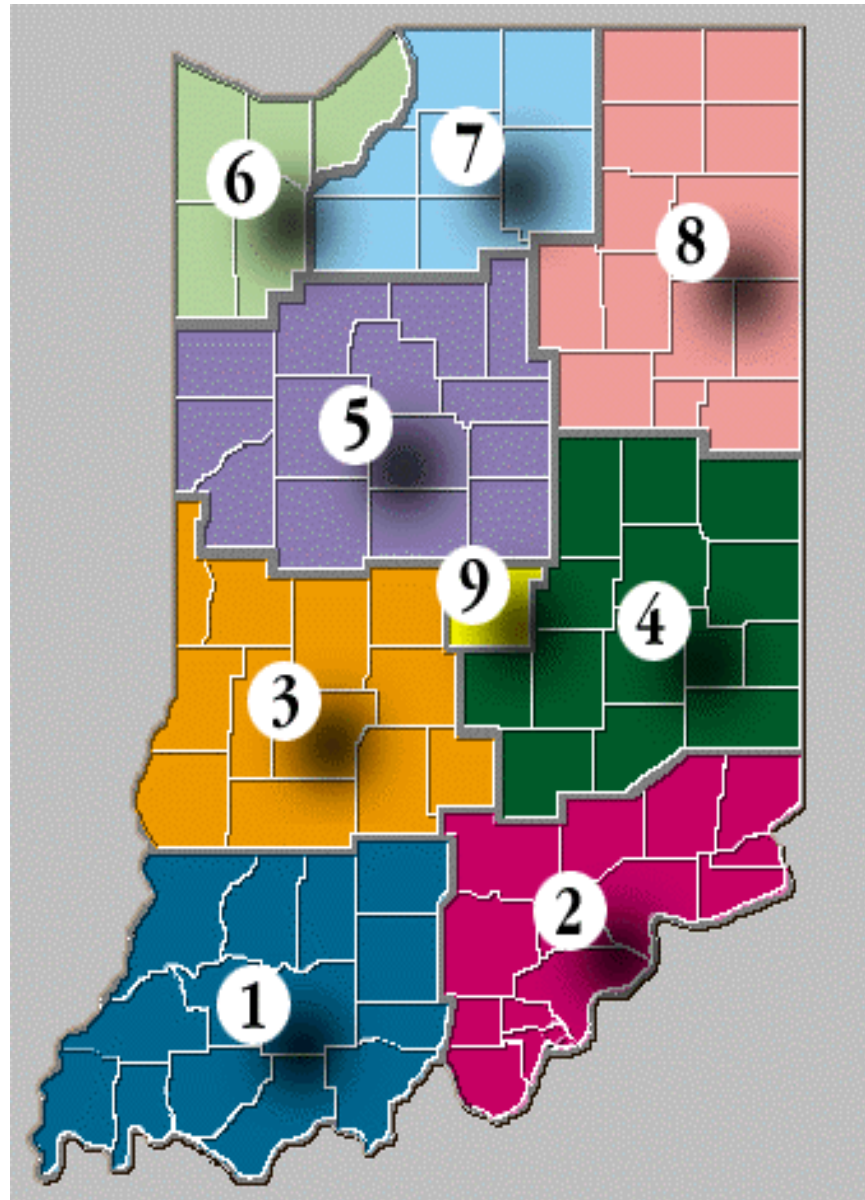
Northern Indiana Education Center
Mishawaka, IN 46545

Region 8

Region 8 Education Service Center
Fort Wayne, IN 46814

Region 9

Central Indiana Education Service Center
Indianapolis, IN 46268



Appendix G:

Documentation of Special Circumstances and Request for an Extension of Time for the Completion of the IMAP-SC

Individuals who have had a break in employment or take a leave of absence due to illness, maternity, or other extenuating circumstances, or request the postponement of their portfolio due to such extenuating circumstances, will not be penalized for the leave or decision to postpone completion.

IMAP-SC is designed as a two-year assessment program with a third year available if necessary to complete requirements. Because special circumstances may impact a beginning school counselor's opportunity to complete these requirements within this timeframe, this policy allows a school counselor to elect to "roll back" his or her "participation status," thereby providing an additional year. For example, if a beginning school counselor is out for an extended period of time during her second year of participation, due to maternity leave, the school counselor may request to postpone the submission of the portfolio to the following year and maintain "year two" status, during his/her third registration year. This option will still provide for a third year to resubmit a portfolio (only if necessary) in the fourth registration year in IMAP-SC.

In order to request an extension of time to complete the IMAP-SC requirements, by "starting-over or rolling-back" IMAP-SC participation status, please complete the information on the form (see page39) and attach medical or district documentation as appropriate.

Indiana Mentoring and Assessment Program for School Counselors (IMAP-SC)

Documentation of Special Circumstances and Request for an Extension of Time for the Completion of IMAP-SC

Complete Name: _____

Social Security #: _____

District Name & Number _____

School Name & Number: _____

Current IMAP-SC registration year as noted on your IMAP-SC registration confirmation letter (please check one):

_____ Year 1 _____ Year 2 _____ Year 3

Reason for Request of Adjustment of Time for Completion of IMAP-SC:

(Attach documentation of circumstances required by rule, see Section I: Documentation of Special Circumstances)

_____ Name of Superintendent (Print)	_____ Signature of Superintendent	_____ Date
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_____ Name of Principal (Print)	_____ Signature of Principal	_____ Date
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_____ Name of Beginning School counselor (Print)	_____ Signature of Beginning School counselor	_____ Date
--	--	---------------

This request must be submitted at **least 30 days before** the portfolio due date of May 1. A statement of what work is completed, what work remains to be completed, and why completion is impossible in the time remaining must also accompany the request. The Beginning School Counselor Assessment Committee will review this request. If approved, your current program participation year will be maintained for the following school year. You will receive a written response to your request. **(Note that incomplete requests will be returned.)**

Please return this form to: Office of Educator Licensing and Development
101 West Ohio Street, Suite 300
Indianapolis, Indiana 46204